

# THE EFFECTIVENESS OF MISTAKE BUSTER TECHNIQUE IN TEACHING PRESENT PROGRESSIVE TENSE

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## Abstract

The objective of this study is to prove that the use of mistake buster is effective in teaching Present Progressive Tense. This research applied a quasi experimental research design involving experimental and control groups. The population of this study was the eighth grade students of SMPN 5 Palu. The research sample was selected by using a total sampling technique. The number of the students was 30 students in experimental group, and 30 students in control group. The instrument of data collection used to measure the students' grammar mastery was a test. The students were asked to revise wrong verbs from given sentences. The data were analyzed statistically by using t-test formula. The finding shows that there is a significant difference between the score of experimental group and control group. The mean score of the experimental group is higher than that of the control one. Furthermore, the value of the t-counted (6.91) is higher than the value of the t-table (1.67). It indicates that the mistake buster technique is effective to be used to teach Present Progressive Tense to the EFL students.

**Keywords:** *effectiveness, mistake buster technique, Present Progressive Tense*

## Abstrak

Tujuan penelitian ini adalah untuk membuktikan bahwa penggunaan "mistake buster" efektif dalam pembelajaran "Present Progresif Tense. Penelitian ini menggunakan desain penelitian eksperimen semu yang melibatkan kelompok eksperimen dan kelompok kontrol. Populasi penelitian ini adalah siswa kelas 8 SMPN 5 Palu. Sampel penelitian dipilih dengan menggunakan teknik "total". Jumlah sampel 30 siswa pada kelompok eksperimen, dan 30 siswa pada kelompok kontrol. Instrumen pengumpulan data yang digunakan untuk mengukur penguasaan "grammar" siswa adalah tes. Siswa diminta untuk memperbaiki kata kerja yang salah pada kalimat-kalimat yang diberikan. Data penelitian dianalisa secara statistik dengan menggunakan rumus uji t. Hasilnya menunjukkan bahwa ada perbedaan yang signifikan antara nilai kelompok eksperimen dan

kelompok kontrol. Nilai rerata kelompok eksperimen (6.91) lebih besar dari nilai rerata kelompok kontrol (1.67). Hal ini menunjukkan bahwa teknik "mistake buster" efektif digunakan dalam pembelajaran Present Progressive Tense pada siswa Bahasa Inggris sebagai bahasa asing.

**Kata kunci:** *Keefektifan, Tehnik Mistake Buster, Present Progressive Tense*

## INTRODUCTION

One of the important components of language which should be learned by students is grammar. According to Gerrots and Wignet (1994), grammar is the rules of language, of how language is put together and how it works. Furthermore, Hartwell (2009:109) states that grammar is the set of formal patterns in which the words of a language are arranged in order to convey larger meanings. Similarly, Apen (2016:181) asserts that grammar is a field of linguistics that involves all the various things that make up the rules of language. Another definition comes from Joyce and Burns (2001: 2) that grammar is the study and practice of the rules by which words change their forms and they are combined into sentences. In other words, grammar is a study of linguistics that involves all various things that make up the rules about word structures and word arrangements of a given language.

Grammar is an essential aspect to contribute to communication. It plays an important role to develop language skills. People have difficulty to understand the interlocutor's saying if they lack grammar knowledge and grammar mastery. Moreover, they may have problems in expressing their ideas either in speaking or writing if they lack such language component. In short, grammar is vital to be learned and mastered in order to be successful in communication.

Grammar knowledge is urgently needed by users of language in order to be competent in using a language (Harmer, 2001). They can construct sentences correctly. When speaking, they can produce meaningful utterances, so they can interact well with others. In addition, when they write, they can convey ideas cohesively, so the audiences can understand the messages easily. Grammar knowledge must be learned explicitly. It can be learned individually or integratedly with other language components or language skills.

In case of school students, grammar knowledge helps them in the correction of mistakes and improvement, particularly for their written work. According to Harmer (2001:22), the knowledge of grammar is essential for competent users of language. Without comprehending well the grammar in English, the students surely would not be able to construct correct sentences in English language whether in speaking or in writing skill. Students cannot learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits will fail the students. Grammar is indispensable for the students. Therefore, the students have to study grammar in order to speak in a clearer and effective manner.

As known that English grammar is important to be mastered by the students. Teachers need to teach the grammar knowledge to the students explicitly. Teaching grammar is an essential part of teaching language. The benefits of teaching grammar may improve the students' writing skills. It also has good effect on reading comprehension, listening comprehension, and speaking skill. As teachers, it is important for them to know the level of students' comprehension on the English grammar. Therefore, they need to analyze what kinds of English grammar which are appropriate to be taught to the students in the classroom according to their level of proficiency.

There are many aspects of English grammar that need to be learned in order to master grammar. One of them is a tense. It is a set of forms taken by a verb to indicate the time (and sometimes also the continuance or completeness) of the action in relation to the time of the utterance. It is divided into three main categories, i.e. present, simple, and future tenses. In the literature, these three categories are expanded into 16 tenses. Tenses always appear in English sentences. The rule of each tense is different. It becomes problematic for those who are not competent in grammar. Therefore, EFL learners, like Indonesian learners, need to learn the tenses because their first language (L1) do not have such tenses.

As a fact, a large number of teachers often find obstacles when teaching grammar, including teaching tenses. Based on the observation at SMPN 5 Palu, Central Sulawesi, the students got difficulty in differentiating form of Present Progressive Tense. They did not know which was a subject and which was a verb in a sentence. In addition, they got confused pertaining to the form of verb+ING. These problems were caused by the complexity of the rules. The rules do not exist in their L1, so they got confused in making sentences in Present Progressive Tense. For example, in the Present Progressive Tense, the infinitive verbs should be changed into the ING form, the auxiliary verb should be appropriate with the subjects (subject verb agreement), and the auxiliary verb should be move the place into the front to make interrogative sentence. All of these rules always make the EFL learners confused in learning Present Progressive Tense.

In order to solve the students' problems in learning Present Progressive Tense, the teachers need to select appropriate teaching techniques. Some researchers investigated and proved that mistake buster greatly contributed to the improvement of students' grammar mastery. For example, Hanifah and Triana (2013) found mistake buster as an effective teaching technique used to teach Present Progressive Tense to the Junior High School Students at MTS NU Kaliwungu Kudus. Another study by Fusha (2014) revealed that

Present Progressive Tense can be taught effectively by using mistake buster technique. Then, Roshada (2015) also found the effectiveness of mistake buster technique in teaching Present Progressive Tense to the tenth grade students of SMAN 3 Demak. Similarly, Amtiran et al. (2016) also found that the use of buster technique was effective in teaching Present Progressive Tense to the students at SMK Pariwisata Triatma Jaya Bandung.

Based on the previous findings, mistake buster is a teaching technique which is effective to be used to teach Present Progressive Tense either at junior and senior high school levels. In relation to the problems of the students at SMPN 5 Palu in which the students had difficulty in constructing Present Progressive Tense, this technique might also be effective to be used to solve them. By using this technique, the students will be more familiar with English grammar, and able to construct Present Progressive Tense well. In this technique, the students are allowed to get more involved in the learning process. According to Hunynh (2003), by using mistake buster technique, the teacher can make the students actively engaged in the learning process and take charge of their learning by giving them opportunities to find and correct mistakes by themselves. The teacher may be the mistake maker in this technique while the students will be the corrector for themselves or for the other students.

Mistake buster is a teaching technique introduced by Hai K. P. Huynh (2003) from American-Vietnamese International English Center. He states that the reason behind this technique is simply to help students learn better by creating good opportunity for them to reflect what they have learned and known, and to take a look at them from a different angle. Mistake buster is a teaching technique in which the students are given opportunity to find out wrong verbs in sentences, and to correct them. This technique brings the students to act like they are the “mistake corrector”. The students take over the role of correcting mistakes, which is normally done by the teacher. On the other hand, the teacher herself/himself deliberately becomes the “mistake maker”. The teacher can also ask the students to correct their friends’ work.

In implementing this technique, a teacher can vary his or her technique from the teacher- centered to the students-centered learning. In this technique, the students should be activated, so they can learn well, including in correcting a task. Furthermore, the students are allowed to get more involved in the learning process. According to Huynh (2003), this technique includes two steps – (1) preparation, which includes choosing mistake category

and preparing for the mistakes, and (2) implementation, including activities begun from warm up to wrap up section.

In conducting this study, the researchers implemented the two steps. In the preparation, the researchers selected the mistake categories related to the subject that would be taught. Then, they prepared the mistake verbs. Here the students were given short and long sentences as well as narrative text comprising wrong verbs. In the implementation step, the researchers did the warm up by telling the students that they were going to have an activity to review Present Progressive Tense in form of short sentences, long sentences, and narrative text. Next, they did the wrap up by giving praise to the students for their efforts, reviewed the important points, and gave more explanation if necessary.

This study used a test to measure the students' grammar mastery. In addition to prove the effectiveness of mistake buster technique in teaching Present Progressive Tense, another objective of this study is to follow other previous study in order to know whether this study supports finding of other previous studies or not. Therefore, the research question to guide the researchers to do this study is as follows:

*Is mistake buster technique effective to be used to teach Present Progressive Tense?*

## METHOD

This study was conducted by using quasi experimental research design. It involved experimental and groups. Both groups were given pre-test and post-test, but only the experimental group got treatment. The design of this study can be seen below:

01	X	02
03		04

(Arikunto, 2006: 316)

Where:

01 = Pre-test of experimental group

02 = Post-test of experimental group

X = Treatment

03 = Pre-test of control group

04 = Post-test of control group

The population of this research was the eighth grade students of SMPN 5 Palu year 2019/2020 consisting of two classes: VIII A and VIII B. Class VIII A consisted of 30

students and class VIII B consisted of 30 students. The total number of the students was 60 students. Since there were only two classes as the sample in conducting this study, the researchers used a total sampling technique by choosing VIII A as the control group and VIII B as the experimental group.

To collect the data, the instrument used was a test. It was a combined test between objective and subjective test. It comprised multiple choice, T/F, and sentence construction. The number of the test items was 25. Each correct answer of multiple choice and T/F was scored one while each correct answer for sentence construction was scored 4. The total score of the correct answer of the test was 60.

The test was administered twice. The first time administered was before the treatment called pre-test. It was used to measure the students' ability in using Present Progressive Tense before getting the treatment. The second time administered was after the students got the treatment called post-test which was used to measure the students' ability in using Present Progressive Tense after getting the treatment.

The data obtained from the test were checked and graded. After that, the data were counted by using t-test formula.

## **FINDINGS**

In collecting the data, the researcher did the research for six meetings. The researcher started on August 26<sup>th</sup>, 2019 until September 23<sup>rd</sup> 2019. The researcher used test as the main instrument of the research. There were two kinds of test that the researcher used to collect the data of this research, they were pre-test and post-test. The purpose of the test was to measure the students' comprehension on present progressive tense.

Before giving treatment, the researcher gave the pre-test to both groups. It was held on August 26<sup>th</sup> 2019. The purpose of the pre-test was to measure the students' ability in using present progressive tense before conducting the treatment.

The result showed that almost all students from both groups still had poor comprehension on present progressive tense. There is only one student from experimental group passed the test where the highest score was 61.67 from VDH, while the rest of them had weak even poor score where the lowest score was 11.67 from KRA. Similarly, the students from control group also had weak score. There were only 11 student passed the test. The highest score was 85.00 from MA and the lowest score was 26.67 from MIL. The

mean score of both groups were 27.00 from experimental group and 55.61 from control group.

The result showed that there was an improvement on students' comprehension in present progressive tense. The score of both groups were indicated very well where almost all the students passed the test. It can be seen from the students score of experimental group where the highest score was 100.00 from ANI and the lowest score was 76.67.00 from NAA. same with the experimental group, all the students passed the test. The highest score was 96.67 from ALD while the lowest score was 76.67 from ZRA. The mean score of both groups were 91.56 from experimental group and 83.11 from control group.

After computing the mean score of post-test from both groups, the researcher then computed the main deviation and square deviation. Firstly the researcher found out for the sum of deviation of students' score by analyzing student's individual score in post-test minus student's individual score in pre-test. The distribution presented below:

Students' Scores Deviation of Experimental group

No	Pre-Test	Post-Test	Deviation ( X )	D
	(X1)	(X2)	( X2-X1)	
1	33.33	90.00	56.67	3211.49
2	20.00	78.33	58.33	3402.39
3	28.33	90.00	61.67	3803.19
4	25.00	95.00	70.00	4900.00
5	28.33	85.00	56.67	3211.49
6	25.00	85.00	60.00	3600.00
7	18.33	90.00	71.67	5136.59
8	11.67	76.67	65.00	4225.00
9	28.33	81.67	53.34	2845.16
10	33.33	91.67	58.34	3403.56
11	26.67	95.00	68.33	4668.99
12	28.33	100.00	71.67	5136.59
13	33.33	98.33	65.00	4225.00
14	30.00	91.67	61.67	3803.19
15	25.00	90.00	65.00	4225.00
16	55.00	96.67	41.67	1736.39
17	26.67	93.33	66.66	4443.56
18	31.67	88.33	56.66	3210.36
19	20.00	93.33	73.33	5377.29
20	25.00	100.00	75.00	5625.00
21	28.33	96.67	68.34	4670.36
22	26.67	95.00	68.33	4668.99

23	21.67	100.00	78.33	6135.59
24	16.67	100.00	83.33	6943.89
25	11.67	95.00	83.33	6943.89
26	33.33	95.00	61.67	3803.19
27	30.00	91.67	61.67	3803.19
28	16.67	96.67	80.00	6400.00
29	61.67	90.00	28.33	802.59
30	10.00	76.67	66.67	4444.89

Based on table 4, it shows that highest deviation of the experimental group is 83.33 and the lowest is 28.33. Then, the highest of square deviation is 6943.89, while the lowest is 802.59

#### Students' Score Deviation of Control Group

No	Pre-Test	Post-Test	Deviation ( X )	D
	(Y1)	(Y2)	( Y2-Y1)	
1	56.67	86.67	30.00	900.00
2	73.33	91.67	18.34	336.36
3	38.33	83.33	45.00	2025.00
4	43.33	78.33	35.00	1225.00
5	28.33	85.00	56.67	3211.49
6	41.67	76.67	35.00	1225.00
7	68.33	85.00	16.67	277.89
8	51.67	83.33	31.66	1002.36
9	38.33	73.33	35.00	1225.00
10	38.33	75.00	36.67	1344.69
11	26.67	80.00	53.33	2844.09
12	38.33	76.67	38.34	1469.96
13	48.33	86.67	38.34	1469.96
14	43.33	73.33	30.00	900.00
15	48.33	80.00	31.67	1002.99
16	76.67	83.33	6.66	44.36
17	53.33	96.67	43.34	1878.36
18	85.00	95.00	10.00	100.00
19	73.33	85.00	11.67	136.19
20	43.33	86.67	43.34	1878.36
21	48.33	80.00	31.67	1002.99
22	80.00	88.33	8.33	69.39
23	48.33	80.00	31.67	1002.99
24	85.00	91.67	6.67	44.49
25	83.33	90.00	6.67	44.49



26	86.67	91.67	5.00	25.00
27	43.33	73.33	30.00	900.00
28	51.67	80.00	28.33	802.59
29	73.33	76.67	3.34	11.16
30	53.33	80	26.67	711.29

Based on table 4.5, it shows that highest deviation of the control group is 56.67 and the lowest is 3.34. Then, the highest of square deviation is 3211.49, while the lowest is 11.16.

After getting the deviation and square deviation of both groups, the researcher then computed the mean deviation of both groups. The mean deviation of experimental group is 64.56 and the mean deviation of control group is 27.50. Furthermore the researcher computed the standard deviation of each class where the standard deviation is 23.70 from experimental group and 17.31 from control group. Then the researcher computed the standard error of differences where the standard error 5.36. At last, in order to find out whether the hypothesis is accepted or rejected, the researcher tried to find out the value of  $t_{\text{counted}}$ .

From the result of the computation, the researcher got the result of  $t_{\text{counted}}$  was 6.91. Furthermore, the  $t_{\text{counted}}$  is compared to the  $t_{\text{table}}$  in testing hypothesis to prove whether or not the hypothesis was accepted. If the  $t_{\text{counted}}$  is higher than  $t_{\text{table}}$  value, the hypothesis is accepted. However, if the  $t_{\text{counted}}$  is lower than the  $t_{\text{table}}$  value, the hypothesis is rejected. Based on the data analysis, the  $t_{\text{counted}}$  of this research is 6.91. By using degree of freedom (df) 33 ( $N_x + N_y - 2$ ) with the significant level 0.05, the researcher found that the value of  $t_{\text{table}}$  is 1.67. It means that the  $t_{\text{counted}}$  is higher than the  $t_{\text{table}}$  value. In other words, the hypothesis of this research is accepted. The use of mistake buster technique is effective in teaching present progressive tense to the eighth grade students of SMPN 5 PALU.

## DISCUSSION

The objective of this research was to prove whether or not the use of mistake buster technique is effective in teaching present progressive tense to the eighth grade students of SMP NEGERI 5 PALU. Moreover, the scope of this research was focused on using present progressive tense in negative and interrogative forms of verbal sentence. To prove the objective of this research, the researcher used quasi-experimental research design consisted of two groups. They were the experimental group (a group which was given a treatment)

and the control group (a group which taught conventionally). Both of the groups were given two kinds of the test, they were pre-test and post-test. The purpose of the test was to find out the students' ability in present progressive tense before and after the treatment was conducted.

The result showed that most of students got some difficulties in doing exercises given in the pre-test. Almost all students could not answer the questions in the multiple choice especially when it leads to questions in the form of negative and interrogative. Students still did not understand well about these two forms of present progressive tense. in the completion case, it was found that most of the students could not answers correctly where all the answers were in affirmative. Further in the sentence tranformation task, students from control group was better at doing it than the experimental group. It was seen from the students' answers that most of the experimental groups students prefer not to make sentences than the control group students. So, it indicated that the experimental group students' enthusiacism was lower than the students of control group. However, most of the sentences students made still had a lot of mistakes. In conclusion, most of the students' ability were actually in the same category where still have low comprehension in present progressive tense especially in theaffirmative, negative and interrogative form.

After finding the problems above, the researcher then carried out the treatment which was based on the students' need. The researcher chose applying mistake buster technique as appropriate solution for this matter. the researcher conducted the treatment to the experimental group in six meetings where the focus of the subject was the negative and interrogative form of simple past tense. The researcher also gave lessons to the control group but the method was in the conventional method or in the way that the teachers usually teach the students.

When conducting the treatment by applying the mistake buster technique, the researcher found that the technique could help to solve the students' problems. Carrying the treatment, the researcher first explained briefly the materials that were going to be learned, after that the students were given the mistake sentences. In the end of the lesson, the students were asked to make sentences in the present progressive tense. The researcher found that the class atmosphere became more lively by making the students more engaged in the exercises. It was also found that the curiosity of students went up. It could be seen from the students' enthusiasm in asking questions on the subject.

The technique also made students became easier and fun to find out and correct the wrong verbs in the short sentences .By looking up the students' exercises, there were a significant improvement of the students' comprehension in present progressive tense especially in the negative and interrogative form. Most of students began to understand the both forms. The sentences that the students made became better than before at the beginning of the meeting.

In contrast with the experimental group, the researcher found that the class atmosphere in control group has seemed more rigid and less enthusiastic. Students also got more difficult to do the exercises and sometimes got bored in learning process. However, it did not prevent students from understanding the lesson. It could be seen from the students' work which were not much different from the experimental group.

After giving the treatment, the researcher gave the post-test for both groups. The test was the same as the pre-test. However the content was different. The test was used in order to find out the significant improvement of the groups. Based on the result of the post-test, both of the groups had improvement. It was proven from the mean score of both groups which were improved since the pre-test. The students' score from the experimental group was higher than those from the control group in general. The experimental group's mean score improved from 27.00 in pre-test to 91.56 in post test while the control group's mean score improved from 55.61 in pre-test to 83.11 in post-test. So the researcher concluded that the experimental group had high progress in using present progressive tense than the control group. This progress is influenced by applying the mistake buster technique in teaching present progressive tense.

The researcher then tested the hypothesis in order to find out whether or not the hypothesis of the researcher is accepted. The  $t_{\text{counted}}$  of this research (6.91) is higher than the  $t_{\text{table}}$  value (1.67). The result of testing hypothesis showed that the hypothesis of this research is accepted. In other words, the MBT (Mistake Buster Technique) is effective in teaching present progressive tense to the eighth grade students of SMP Negeri 5 Palu. The success of this research is the same as the previous research did by Saryanto R. L. Liangka (2017). The result of his research showed that the mistake buster technique is effective in teaching simple past tense where the value of  $t_{\text{counted}}$  (3.192).

Based on the result of the data, the researcher found that the hypothesis of this research is accepted. The mistake buster technique is effective to be used in teaching present progressive tense to the eighth grade students of SMPN 5 Palu. By looking at the

mean score of the experimental group, it can be stated that there was a significant improvement of the student score after getting the treatment. The students' mean score in pre-test was 27.00 and the post-test mean score was 91.56. In other side, the score of the students from control group was also improved. The students' mean score in pre test was 55.61 and post test mean score was 83.11. After finding the result of the post-test, the researcher then testing the hypothesis in order to find out whether or not the hypothesis is accepted. Since the value of the  $t_{\text{counted}}$  (6.91) is higher that the value of the  $t_{\text{table}}$  (1.67). it means that, mistake buster technique is effective in teaching present progressive tense.

## CONCLUSION

Based on the result of the data, the researcher found that the hypothesis of this research is accepted. The mistake buster technique is effective to be used in teaching present progressive tense to the eighth grade students of SMP Negeri 5 Palu. By looking at the mean score of the experimental group, it can be stated that there was a significant improvement of the student score after getting the treatment. The students' mean score in pre-test was 55.61 and the post-test mean score was 91.56. In other side, the score of the students from control group was also improved. The students' mean score in pre test was 55.61 and post test mean score was 83.11. After finding the result of the post-test, the researcher then testing the hypothesis in order to find out whether or not the hypothesis is accepted. Since the value of the  $t_{\text{counted}}$  (6.91) is higher that the value of the  $t_{\text{table}}$  (1.67) it concludes that the hypothesis of this research is accepted.

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